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ABSTRACT

The education program for the severely and profoundly mentally retarded at the Hudspeth Retardation Center, a residential facility, is described. Specific objectives of the center are identified, including serving the 100 severely and profoundly retarded residents through initial evaluations, prescriptions of individualized education programs (IEPs), and periodic student evaluation and program revision. Information is presented regarding the following: four nonstandardized and five standardized assessment instruments, two tests that can help with grouping, 12 types of data that teachers can obtain from testing, four commercially-prepared kits, commercial and teacher-made materials, curriculum areas for severely and profoundly retarded students, and characteristics of teachers of the severely/profoundly retarded. The planning and inservice training stages of program development are also briefly considered, and a schedule of activities that should be undertaken annually is presented. In addition, steps that teachers should follow to ensure effective administration of assessment instruments are identified, and a flow chart of the evaluation-prescriptive teaching system is presented. Evaluation findings and recommendations are also briefly addressed. Appendices include a bibliography of 14 tests, an assessment rating sheet for eight specific tests, sample student assessment data sheets, an IEP form, and other student evaluation forms. (SW)

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EDUCATION PROGRAM AND GUIDELINE BOOKLET FOR THE SEVERE PROFOUND

HUDSPETH RETARDATION CENTER
JULY 1976 - JUNE 1979

EC160093

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INTRODUCTION

Hudspeth Center is a residential center which has been providing educational services to retarded children for several years. It is the belief of the Center that all children should be given a fair chance to develop whatever potential they have, and in order to do this, children must be educated. The primary purpose of the Center is to provide approximately four hundred (400) residents with the training necessary to become as independent and as high functioning as possible. They should be trained to live in a complex environment whether it is an institition or community.

The Special Education Department is responsible for providing educational and training services at Hudspeth Center. Presently, there are one hundred (100) children under the age of twenty-one (21) enrolled in the program. As additional children are admitted to the Center, it is the duty of the Special Education Department to start a program for these children or to pick up at the point where the children's training stopped and continue with an adequate program for them.

The Special Education Department presently consist of one hundred (100) students functioning primarily as severe and profound and

in the trainable range of mental retardation. The following areas are utilized in the education and training of the students:

1. Self-Help Skills
2. Fine and Gross Motor Skills
3. Social Skills
4. Language Skills
5. Cognitive Skills
   A. Pre-Academic
   B. Daily Living

The Specific goals for the Center for the retarded students served are: To develop fully each child's skills as these are applied to age-appropriate developmental tasks, and to assist the child's family, parents, staff and others in understanding and rearing of these mentally retarded children. These goals are not different from those held for normal children with other handicaps, but the extent to which they are achieved is related to the degree of retardation.

The specific goals of the education and training department of Hudspeth Center are as follows:

1. To learn to understand one's self and also to get along with others.
2. To learn to use leisure time and to travel and move about.
3. To learn to live safely and maintain a state of physical well-being.

4. To learn to communicate ideas and to enjoy life.

5. To learn to earn a living and manage money.

6. To learn to be a homemaker.

7. To learn to adjust to the forces of nature.

1. Discussion of the Program

The special education and training program receives funds from ESEA Title IV-C for a three year educational project for the severe and profound retarded. The project was headed by a Project Director (Educational Evaluator). Under the direction of the Evaluator these specific objectives were listed:

Objective 1. To perform or assist the classroom teacher in the initial evaluation for one hundred (100) students at Hudspeth Center to determine the total functioning level.

Objective 2. To assess and record in detail the assets and limitations of an individual in order to devise an individualized curriculum or program.

Objective 3. To prescribe an individualized teaching program for one hundred (100) students.

Objective 4. To periodically re-evaluate progress (at least biannually) for students.

Objective 5. To revise curriculum and programs to meet the individualized needs of all students.

In working with the severely and profoundly retarded population, it has been discovered that programs, methods, and materials are still in the experimental stages. Schools and institutions are, more or less, feeling their way or establishing their own program as to what best suits their needs for thier particular population.

Before any materials, strategies, or programs can be started, some type of evaluation must take place. Evaluation is necessary to form the basis of a prescriptive program. An evaluation must precede the program; must be conducted periodically throughout the program and at the end record the success or failure of the program.

Within the Special Education Department at Hudspeth Center, our program for the severely and profoundly retarded was set up to perform initial evaluations to determine the total functioning level of an individual and assess individual developmental functioning by providing a sequential educational program to give each student the opportunity to develop educationally, mentally, physically, spiritually, and emotionally to the maximum of his or her potential, whatever that potential might be.

The curriculum is geared to the needs, ability and interest of the students in order to provide them with the ability to build confidence, competence and pride in themselves through education and having the education program geared to the educational level

of each student. Each student is continually evaluated in the basic areas of the curriculum through psychoeducational diagnostic testing, evaluation, and teacher observation.

SECTION I

Assessments Used in the Project

Grouping and Level

Planning From Tests

Information Teacher Can Gain From Testing

Teaching Methods

Materials and Equipment

Curriculum for Severe/Profound Students

Characteristics of Severe/Profound Teachers

Program Structure and Organization

1. Assessments used in this study (Refer to Attachments)

The following non-standardized assessment instruments were used in this study:

A. Learning Accomplishment Profile

B. Learning Accomplishment Profile for Infants

C. Pennsylvania Training Model

D. Behavioral Characteristic Progression

The following standardized assessment instruments:

A. Frostig Developmental Test of Visual Perception

B. Peabody Individual Achievement Test

C. TARC Assessment Inventory for Severely Handicapped Children

D. Adaptive Behavioral Scales

E. Fairview Self-Help Scales

The following is a brief summary of the selected instruments used in the study.

Title: Learning Accomplishment Profile (Infant and Pre-School Scales)

The LAP is a developmentally based, criterion-reference assessment tool which allows the examiner to determine a child's level of performance and to focus on his positive attributes. The LAP assesses the child's performance on a one-to-one basis in the following skill areas:

A. Gross Motor

B. Fine Motor

C. Self-Help

D. Cognitive/Language

The LAP systems contains an examiner's manual (included is the behavior to be observed, the procedure to be followed in the observation, the criterion for success with an item), score sheets, includes places for recording the child's performance, his behavior during assessment and a profile of his achievements, an assessment kit, included are all necessary materails to complete assessment.

The LAP for pre-school children and infants was thought to be excellent instruments to use with severely and profoundly retarded since its basic design is developmental in origin drawn from normative data. It was felt that training in the use of the LAP was extremely important as teachers maybe prone to merely record (+) or (-) without generalizations and going beyond initial step. The LAP was felt to be a very practical instrument. The Special Education Staff felt that the greatest strength of the LAP was that it gives structure to a program and for that reason decided to replace the Oregon Curriculum with the LAP as a basis for our curriculum.

Title: Pennsylvania Training Model

The Pennsylvania Training Model is a competency checklist of sequential behaviors following a behavioral task analysis model. It assesses the following areas:

A. Auditory Discrimination

B. Tactile Discrimination

C. Visual Discrimination

D. Gross Motor

E. Fine Motor

F. Feeding/Drinking

G. Dressing

H. Washing/Bathing

I. Nasal Hygiene

J. Oral Hygiene

K. Communication

L. Perceptual Cognitive

M. Social Interaction

The competency checklist uses a developmental model by listing specific behavioral tasks or steps in a developmental sequence or logical order. It contains no manual or instructions for use. However, it should be noted that this is not a commercially prepared instrument. It was felt by the staff that the instrument was a practical instrument and that it could be used not only for assessment, but like the LAP, as a guide for curriculum planning. The Pennsylvania was not as comprehensible as the LAP and some of the items were not stated behaviorally and some items were repeated.

Title: Fairview Self-Help Scale

The Fairview Self-Help Scale is designed for use with the severe and profoundly retarded institutionalized patients. It is relatively short, easy to fill in by a parent or caretaker, easy to score and capable of assessing various aspects of adaptive behavior so that change can be quickly detected. It assesses the following:

A. Self-Help Skills

B. Motor Dexterity

C. Communication Skills

D. Social Interaction

E. Self-Direction

This instrument focuses on basic skills and furnishes numeric equivalents of status and progress beginning at the "no skill" level and proceeding upwards by small increments to mastery. It was felt that this was an excellent instrument for screening and a quick, easy assessment of development, however, it was not detailed or comprehensible enough for instructional programming purposes.

Title: Behavioral Characteristic Progression (BCP)

The BCP is a non-standardized continuum of behaviors in chart form and it contains 2,400 observable traits referred to as behavioral

characteristics or objectives. The BCP was prepared for staff who worked with mentally, behaviorally and/or physically handicapped individuals. The major objective is to assist in the assessment of these individuals, the tracking of progress and the communication of this information to others. Ages and levels are not considered and the behavioral objectives have been grouped into categories of behaviors called strands. Behavioral strands generally began at #1.0 on the BCP with the most basic characteristics and progress towards behaviors which approximate what society considers "appropriate" or "acceptable" behaviors. Identifying behaviors are also included that describe some handicapping behaviors related to each of the behavioral strands. The following strands were selected for use in this study:

A. Grooming

B. Toileting

C. Undressing

D. Dressing

E. Feeding/Eating

F. Drinking

During the assessment, behavioral characteristics or objectives are recorded in the BCP booklet utilizing the following guidelines:

A. (+) Student can accomplish the task without teacher assistance and does not need further training.

B. (-) Student cannot accomplish the task with help or physical assistance from the teacher and therefore needs further training with the task.

It was felt that some of the content objectives in strands need to be clarified and changed. However, overall, the BCP was seen as a very practical assessment that could provide a curriculum basis even though the items are not claimed to be developmentally sequenced and it could be tailored to meet certain needs of agencies, staff and students.

Title: Metropolitan Readiness Tests

The Metropolitan Readiness Tests were designed to measure the extent to which children beginning first grade have developed in the several skills and abilities that contribute to readiness for first grade instruction. The Metropolitan Readiness Test assesses the areas of:

A. Listening

B. Numbers

C. Alphabets

D. Coping

E. Matching

Since the test was nationally standardized on beginning first graders, only the raw scores were used to compare an individual student's pre-test raw scores with post-test raw scores, later.

The staff determined that the test was not applicable to our population, however, it was useful for collecting data on older students functioning mentally and/or developmentally on a five or six year level by using the raw scores only.

Title: Frostig Developmental Test of Visual Perception

This test was designed to use with children with slow learning difficulties and to assess perceptual disabilities related to problems of school learning and adjustment, brain damage, and other handicapping conditions. The test seeks to measure five operationally defined perceptual skills as follows:

A. Eye-Motor Coordination

B. Figure-Ground

C. Constancy of Shape

D. Position of Space

E. Spatial Relationship

The test does provide normative data. The staff felt it was a useful evaluation instrument for students functioning developmentally in ages four to six.

The developer also provides a remediation program to remediate perceptual disabilities that possibly relate to other problems of formal schools learning. However, generally speaking, because of the severe developmental lag of our population, it was not considered a useful instrument for assessment.

Title: TARC Assessment Inventory for Severely Handicapped

This assessment provides a short form behavioral assessment of the capabilities of the retarded or otherwise severely handicapped chil-

dren on a number of skills relative to education. This system provides a quick assessment which stresses observable, measurable behavioral objectives. It provides an overall assessment of the current level of functioning of a student on a representative sample of skills, including:

A. Self-Help

B. Motor Skills

C. Communication

D. Social Domains

The TARC provides a general picture of the students functioning based on a narrow sampling of behaviors, proving to be an excellent instrument for screening, grouping, and an overall description of a severely handicapped population but it did not substitute for a comprehensive developmental assessment for education and training purposes nor a very practical or useful instrument to the assessment of profoundly and severely retarded children.

Title: Adaptive Behavioral Scale (AAMD)

The AAMD, Adaptive Behavioral Scale is essentially a behavior rating scale designed for use in the evaluation of adaptive behavior in mentally retarded children and adults. The concept of adaptive behavior was introduced by the American Association on Mental Deficiency in its manual of terminology and classification in mental retardation and refers to an individual's ability to adjust to the

physical and social demands of the environment. The AAMD is an evaluation instrument designed to assess the degree to which an individual has adapted to his environment. The scale assesses an individual's adaptability in several skill areas ranging from basic self-help skills, such as toileting and self-feeding to complex vocational and social skills. Scores in each area of skills are used to develop a profile of the individual, indicating his relative strengths or weaknesses in different skill areas.

The staff felt that the Adaptive Behavior Scale was not designed or intended to be a prescriptive instrument; also, that there was some "subjectivity" and "ambiquity" of the scale items.

A. Advantages of Assessment Tools

a. Learning Accomplishment Profile - this instrument was found to be of most value by the teachers as it was useful in lesson planning, easy to administer, suitable for most students in the classes, developmentally sequenced, usable for curriculum guide, and formulation of the Individualized Education Program.

b. Pennsylvania Training Model - this instrument was found to be practical for assessment and curriculum guide.

c. Fairview Self-Help and Development Scales - rated well among the teachers because they were excellent for screening and a quick, easy assessment of development, developmentally sequenced.

d. Behavioral Characteristic Progression - this instrument rated fairly high among the staff as it can be used for lesson planning,

is easy to administer, suitable for most students and developmentally sequenced, and useful to form curriculum basis.

e. TARC - this instrument was excellent for screening, grouping and gives an overall picture of the severely/profoundly handicapped population.

f. AAMD's Adaptive Behavior Scale - this instrument was found to be suited to assess how well students have adapted to their environment, along with offering valuable information about students and their social abilities.

g. Frostig Developmental Test of Visual Perception - this instrument rated very high among the teachers of higher functioning classes. It could be useful in some lesson planning, very useful in screening students having visual and perceptual problems.

h. Metropolitan Readiness Test - this instrument can be useful for collecting data on older students functioning mentally and developmentally on a higher level, however, it is very easy to administer.

B. Disadvantages of Assessment Tools

a. Learning Accomplishment Profile - no apparent flaws were found in this assessment instrument. The LAP formed the basis of our curriculum for the population of students at Hudspeth Center.

b. Pennsylvania Training Model - according to the staff, this instrument was not developmentally sequenced, it had no manual or instructions for use, was not comprehensible, test items were not stated behaviorally, test items were repetitious and extreme-

ly long.

c. Fairview Self-Help and Development Scales - the staff felt that this instrument was not useful in lesson planning, could not be used as curriculum guide, test items were too broad, test items were not detailed or comprehensible for instructional programming purposes.

d. Behavioral Characteristic Progression - the staff felt that this instrument wasn't developmentally sequenced, unsuitable for formulation of an Individualized Education Program.

e. TARC - the staff found that this instrument was not suited for lesson planning, Individualized Education Program, curriculum guide. Test items were not of the quality for a comprehensive developmental assessment for education and training purposes.

f. AAMD's Adaptive Behavior Scale - the staff felt that this instrument is best suited to seeing how well students adapt to their environment and doesn't lend itself to lesson planning nor as a curriculum guide. It was also the feeling of the staff that the Adapted Behavior Scale was not a prescriptive instrument.

g. Frostig Developmental Test of Visual Perception - this instrument was found not possessing the usefulness to assess the severely and profoundly retarded. It did not fill in the category of a curriculum guide nor is it capable of being used with all students in the classroom.

h. Metropolitan Readiness Test - the staff felt that this instrument could only be used with higher functioning classes. It could not be used as a curriculum guide nor is it developmentally sequenced as far as lesson planning.

Types of children test can be used with:

1. Severely Retarded
2. Profoundly Retarded
3. Trainable Mentally Retarded
4. Multihandicapped

Severely Mentally Retarded - those whose range of retardation are capable of only performing self-help skills and simple work skills or tasks under supervision requiring constant and continuing supervision.

Prfoundly Mentally Retarded - children in this group often have other handicaps and require total life support systems for maintanence but may be able to perform simple self-help skills.

Trainable Mentally Retarded - those whose range of retardation allows them to be capable of only very limited meaningful achievement in basic academic skills but who are capable of profiting from programs of training in self-care and simple jobs or vocational skills.

Multihandicapped - concominant impairments (such as mentally retarded, orthopedically impaired, etc.) those combinations that they cannot be accomondated in Special Education programs solely for one of the impairments.

A more accurate picture can be obtained from this list of characteristics displayed by our student body.

1. Severe and numerous physical defects such as impaired vision, hearing, and motor coordination.
2. Those who show complete unawareness of environment, self.
3. Those who are ambulatory, others are not.
4. Those who display infantile-type behavior.
5. Those who speech remain undeveloped, although some speech sounds are made.
6. Those who lack the ability to communicate with others.
7. Those with the absence of such self-care body skills as feeding, toileting, and dressing can be.
8. Those who cannot guard themselves again the most common dangers.

2. Groups or Levels

A. Tests which can help with grouping.

1. Learning Accomplishment Profile - this instrument was very useful because it enabled the staff to identify developmentally appropriate learning objectives for each student, measures progress through change in rate of development and provides specific information relevant to student learning in reference to the students existing skills.

2. AAMD's Adaptive Behavioral Scale - this instrument identified areas of defencies that the students may have in order to facilitate proper assignment in a suitable class program. The Adaptive Behavior Scale gives a profile of each student indicating relative strengths and weaknesses in different skill areas.

3. Fairview Self-Help and Development Scales - this instrument was useful in screening those students with "no skills" and proceeding upwards to mastery of skills. The scales assessed skills in motor dexterity, self-help skills, communication skills, social interaction and self-direction.

B. Grouping from Test

Students are grouped homogeneously according to needs and present level of functioning or performance and development; present level of performance are the objectives the student(s) have mastered on the assessment instrument. A present level of performance should be recorded for each skill area. Each assessment tool or instrument makes possible the grouping of students into group area needs which are prerequisite for all programming effects. Proper assignment of class curricula and placement in a suitable class program are two of the most important facets facilitated by grouping from test by identifying the areas of deficiencies the students may have. Test results grouping discriminates between the higher performing student that could benefit from educational academic training and those students that would require intensive training in the basic self-help skills. This in turn puts into effect the students educational, social and

environmental assests adaptive behavior and limitation go into effect to planning their individualized program.

3. Planning from test

A. Strengths/Needs list (See attachment section for form)

A strenths/needs list was devised for all students. The list states assests or strengths for each curriculu area as well as the student's social strengths and environmental factors that influence the student's behavior. The educational, social and environmental weaknesses, needs or limitations. The strengths/needs list made possible for the staff to have accurate knowledge of what each student can do, what he likes to do and states positively what he should be doing. Strengths/needs list made it possible for the staff to have a list from which to formulate goals for each student in each skill area.

B. Prioritizing goals

The staff was able to obtain the present level of performance by use of assessment tools; goals were being set which was made possible by the strength/needs list. The staff had to logically think about the skills in an area, and the skills the student would need to be able to perform first before others. For example, take the area of fine motor writing development. A student should be able to hold a thick, large pencil before a thin pen, and probably a thick paint brush before both. The staff then could draw up a detailed list of prerequisite skills related to writing and arrange them in a hierarchical sequence from easiest to most difficult. This in turn will provide the student with experience

in which he/she may perform a particular skill that is observed by the teacher. If the student successfully accomplishes this, more difficult skills are examined until the student begins to have difficulty. By prioritizing goals, breaking them down into sub-skills, provides a ready made teaching program.

4. Information teachers can gain from testing

A. Pre-testing results and information

1. Level of Performance-Objectives student has mastered.
2. Strengths/Needs of Students - What the student can do, what he likes to do and what he should be doing.
3. Assess Adaptive Behavior - Ability to adjust to the physical and social demands of the environment.
4. Grouping Purposes - Education and academic achievement.
5. Goal Planning - Individual needs (annual, short-term).
6. Formulation of I.E.P. - Individualized Education Program (See attachment section)
7. Measure Progress - Achievement and growth in skill area.
8. Measure Knowlege - Performance of skills taught.
9. Diagnosis - Pinpoint skill deficiences
10. Program Planning - Learning activities for all students.
11. Classroom Placement - Suitable and appropriate
12. Sequencing of Skills - Skills that have been accomplished and those yet to be performed.

B. Ceiling to work towards (Annual Goals in each area)

The annual goals are determined by how far you think the child

can progress through the assessment used during the school year. The goals or objectives when written in observable measurable terms, becomes the short term instructional objectives which are the intermediate steps between the present level of performance and the annual goal. Completion of these short term instructional objectives enables the student to reach or achieve the annual goal. Short term refers to various time periods within the school year. These time periods may vary from one given class period to a semester, or whatever is appropriate for the student being considered. (Refer to IEP in attachment section.)

C. Progress of Students

As a means for evaluating students progress in each curricula area, reassessments were done every six months or biannually after the initial evaluation. The six months evaluation or reassessment will show whether or not some of the annual goals and objectives have been achieved. This was done so as to moniter the progress of the student in order to make revisions in placement and to set new goals if considerable progress was evident. Prerequisite to the six months re-assessment was implementing weekly prescriptive lesson plans in each curricula area and monthly progress notes stating the goals taught and the progress towards achieving the goals. Progress notes were not limited to classroom activities and goals; it included field trips, outings to movies, restaurants, shopping trips, etc. (Refer to attachment for Lesson Plan, Progress Note)

5. Teaching Methods

A. Sequencing of Skills

Objective skills in each curriculum area when being sequentially developed should start at the pre-primer level, defining objectives within that level and should continue sequentially through the higher level in that area. Sequencing of skills determines what the student does on a day-to-day basis, so it can indicate the next step or steps in development towards which efforts of training should be directed and facilitated. Sequential order of developmental skills in any one area of development should be arranged in order of simple to most complex. An example could be self-help skills. Clearly a child must be able to drink from a cup before he can lace up his shoes or button and unbutton trousers. Sequencing of tasks and skills when implemented provides the staff with a ready-made teaching sequence in each of the six curriculum areas. Simply saying, that sequencing of skills will provide the teacher with a record of existing skills that have been accomplshed and skills yet to be accomplished successfully by each student.

B. Readiness for Learning

Among the factors inherent in the concept of readiness is the general belief that a child must be mature enough to respond in a consistent and accurate fashion. A child needs to acquire

certain basic skills before adequate performance can be expected in areas such as walking, drawing, gross and fine motor movements, and other types of activities.

The readiness to learn a skill is based on the degree of competence the child has developed. If the necessary basic skills upon which subsequent learning is dependent have not developed, any new skills will at best develop in an inefficient and disorganized manner, often totally out of context. The area of readiness is particularly important. For example, if a child has trouble discriminating between the shapes of two objects, such as a square and a circle, he is not ready to choose the largest square among several sizes of circles and squares, because the skill of discriminating among shapes precedes the two-dimensional discrimination of shape and size.

The notion of readiness is also related to concept development. Although it is true that the retarded children can be taught to memorize without having developed the basic readiness skills. This strategy is inconsistent with the objectives of the special education program. Emphasis should be on the systematic and sequential development of skills leading to conceptual understanding and not rote memorization.

C. Motivation to Learn

The term motivation is used frequently, but often erroneously in educational circles. There are several factors contained in

the concept of motivation. If learning is to proceed in a stable fashion at an optimum level, children must perceive a need to learn. The degree of interest in and the amount of need for acquiring a skill, however, are important for learning to be facilitated. To foster a desire to learn, the following points should be considered:

1. The child must perceive a need to learn. This can be accomplished by the teacher relating a goal that the child has to the learning in which an adequate level of interest is not apparent.

2. In order for children to develop an interest in learning about something, they must have had a history of success in related areas. Nothing inhibits interest more than failure. To extend this notion, retarded children should be placed in situations in which they can perceive their performance as being very successful. Not only a history of success, but subsequent successful experiences will stimulate in children a desirable level of motivation.

3. Long and short-term goals, established by both the teacher and by the child, should be realistic and sensitive to the child's individual streanths and weaknesses. If a child is placed in a situation in which he is pressed to achieve beyond reasonable expectations, failure will result and he will quickly lose interest in participating. When this occurs frequently, the child will generalize the negative feelings to all school activities.

D. Reinforcement for Success

The greatest incentive for any child who has consistently failed to learn is to provide experiences in which the child can be successful, especially at the beginning of a series of tasks. Success is a reward and will lead to a better general performance by the child. Activities should be structured so that the retarded child can be successful, with consistent and immediate rewards provided for an accurate performance.

Delayed reinforcement has been repeatedly demonstrated to impede learning. Immediate confirmation of a child's correct response is essential. This immediate knowledge of results should be accomplished initially by a spoken confirmation of correctness or by some other more obvious reinforcement technique. Gradually, after the child becomes more dependent on using his own feedback and evaluative system, he will be able to monitor his own respons and assess its correctness if reinforcement is provided.

The child's feedback and monitoring system is important. If a child misinterprets stimuli and responds incorrectly, or if his feedback system is inadequate or inaccurate, much of his time will be devoted to practicing errors. Prompt intervention by the teacher is required before the child has a chance to practice and reinforce errors. Initially, the teacher must act as the monitor for him and reinforce responses, feedback, and stimuli until an effective and trustworthy system for analyzing,

using stimuli, and giving responses develops. Delay simply cannot be allowed to occur. Success must be emphasized, rewards or reinforcement must be of significance to the child, and a personal expectation for success should be encouraged.

E. Exercise

Retarded children are generally less responsive to stimuli than are the intellectually normal. Moreover, the relative inefficiency of the retarded results in learning occurring much more slowly and laboriously than would be true for other children. Fundamental in teaching the retarded is the advantage in offering them opportunities to repeat and practice experiences in a variety of ways.

The chance to exercise, practice, or repeat is necessary for two reasons. First, since stimuli will rarely occur again in the same form, children should be exposed to a range of stimuli around an event in order to become aware of the dimensions of a problem and allow for an opportunity to associate relevant stimuli. Second, wide experience on a number of occassions, and in repeated contexts, will direct the child's attention and help in the development of associational bonds. Exercise and varied repetition will assist the retarded to practice correct responses. The true test of whether a concept has been established is if the child can scan his cognitive structure and respond in an appropriate fashion. This aim will be met

more effectively if opportunities are provided to repeat responses in a variety of settings.

Even under optimum circumstrances, in which the material is interesting and the student is motivated, learning will become inefficient if the length of time for study or practice is massed and not determined according to each child's learning rate. Distribution of practice should vary according to the characteristics of each student as well as in terms of the type of materials being used. In distributing practice, moving to a different but somewhat related topic is often as effective as a rest period. Similarly, switching the materials used by the children will serve the same purpose as moving to another topic or providing a time for relaxation.

F. Active Participation

Active involvement by the learner will facilitate learning. Such participation has several advantages. First, it helps to focus the child's attention on the task at hand, Secondly, it alerts the child to his importance in the teaching-learning process, Thirdly, it fosters greater efficiency in learning, Fourthly, it provides a more dramatic source of feedback. Fifthly, it serves as a more accurate means of diagnosing the extent of learning which has taken place as well as any unusual weaknesses.

If children are not provided with opportunities to actively participate, boredom will result and the tendency for desired responses to be extinguished will increase. If learning is to be

profitable, a certain degree of tension is needed and an optimal level of stimulation must be provided. Too much stimulation should not be provided since this is just as detrimental to learning as too little stimulation.

G. Overlearning

This concept is defined as the practice of a task beyond the point of initial mastery. Retarded children do not have a complete understanding of a concept after having accurately responded on the first few occasions. Since retarded children often have difficulty in attention, short-term memory, and association, there is a need for overlearning to be an integral part of the special program.

When overlearning is allowed to occur, the teacher reduces the possibility of eliciting random responses from the child, enhances retention and transfer, and provides a means for increasing the child's general response repertoire. By presenting previously learned material in a variety of ways on numerous occasions, a more flexible and less rigid child will develop.

H. Stressing Accuracy

In order to control the chance of children practicing errors, accuracy instead of speed should be stressed. This is especially necessary in the early stages of learning when new and basic concepts, which later will form the basis for subsequent learning, are formulated. If children complete in terms of the time

it takes to complete a task, accuracy will be sacrificed. The teacher must see that the children develop a stable cognitive structure which is characterized by lack of ambiguity.

I. Minimal Change

Retarded children will learn most effectively if materials are programmed so that abrupt shifting between concepts and activities is minimized. Some consideration, however, must be given in a step-by-step progression of activities which do not require the child to make conceptual leaps.

All of us are relatively stronger in certain areas than in others. Retarded children typically show their greatest capabilities in nonverbal activites and exhibit relatively weaker performances in skills requiring verbal competencies. In teaching retarded children with uneven profiles of abilities and disabilities, it is wise to use those areas of relative strength to enhance development in weaker areas. The children should be encouraged to engage in activities which will strengthen areas of relative weakness. At first, some children may be hesitant to participate because of a history of failure in the weak areas. The focus of the activities should be situations wherein the threat of evaluation is minimal. Initially, they should be placed in situations in which there are no wrong responses. Gradually, evaluation can be discreetly introduced without penalty.

6. Materials and Equipment (Commerical Kits)

Title: Peabody Language Development Kit - "Level P", # 1,2,3

The Peabody Language Development Kits are programs designed to focus on reception, expression and conceptualization. The programs stress overall oral language development through one hundred eighty (180) carefully sequenced lessons that are manifested by cognitive stimulation. The one hundred eighty (180) lessons feature a wide variety of activities and materials for stimulating receptive, associative and expressive linguistic and cognitive processes. Reception is promoted through visual, auditory and tactile sense modulities (see, hear, feel). Expression is encouraged through the vocal and motor channels (say and do). Varied activities stimulate divergent, convergent and associative thinking. No reading, writing, or seat work is involved — the activities encourage active participation.

Title: Developing Understanding of Self and Others - Level I

The Developing Understanding of Self and Others Program is designed to encourage healthy social and emotional development. The program is organized around the following eight themes:

1. Understand feelings
2. Understanding and excepting self
3. Understanding indenpendence

4. Understanding others
5. Understanding emotional maturity
6. Understanding competence
7. Understanding goals and purposeful behavior
8. Understanding choices and consequences

The Developing Understanding of Self and Others program is based on the premise that every child in the normal course of growing up is confronted with social and emotional difficulties; the program will help the child to increase their feelings, vocabulary, understand their feelings, goals and behavior and relate and express themselves more clearly about feelings, goals and behavior. Activities contained in the Developing Understanding of Self and Others program makes extensive use of listening inquiry and discussion approaches to learning.

Title: Vanguard School Program

The Vanguard program is a supplementary program for motor and perceptual training. It consists of four separate independent parts:

1. Body Awareness
2. Visual-Motor Integration
3. Discrimination and Classification
4. Spatial Relationship

Each part includeds a comprehensive guide. Part 1 includes activites sequenced from gross to fine body movements. Parts 2,3, and 4 includes students activites, books with exercises including tracing, coloring, cutting, perception of forms, letter formation, figure-ground discrimination, spatial relations, visual and auditory memory, listening and following directions, The four parts of the program may be used independently or as a continuing program for skills development. The activities are designed for small groups of students, followed by individual work in workbooks.

Title: I Can Primary Skills Program

The I Can Program is organized into four skill areas:

1. Fundamental Skills
2. Body Management
3. Health-Fitness

The I Can Program provides the students with wide ranges of experiences in physical education activites, it allows for minimizing the effects of inadequately developed skills and abilities on performance through a continum of skills needed for health-fitness for play-leisure and for daily living activities. The physical education curriculum and instructional resource materials are comprised of instructional guides and related activities and game materials which provide multiple options for variety of experiences based on the students assessed needs.

I Can accomondates each student at his level of performance. A student is guided through a continuum of skills based on his needs, motivation, interest and learning style. Each instructional activity and game is correlated to related verbal and social participation skills. The program provides a natural setting for reinforcing classroom learnings associated with activity experience in physical education.

Commercial and Teacher Made Materials

Due to the fact that the bulk of our student population falls into the category of severely and profoundly retarded, materials which were mostly commercial made had to be modified or changed to meet the unique need for training purposes for this population of students. Such modification included walking a line in one general direction before the introduction of walking a rail; and paddle mask to teach peek-a-boo. A list of materials used is as follows:

Large colored beads and patterns

Building beads

Balance disc

Jump board

Walking rail

Sewing cards

Tracing stencils

Jumbo tactile mat pegboard

Easy grip pegs

Jumbo pegs for stringing

Body image puzzles

Multi-sensory cubes and spheres

Sequential games and puzzles

Tactile mat formboards

Geometric learning shapes

Tray puzzles (color discrimination form constancy)

Clothing

Design blocks and patterns

Weaving mats

Puzzle grams

Color pattern board

Groovy letters and numerals

Jumbo alphabets and numbers

Number rods and vocabulary cards

English for everyday use

Survival signs

Puppet enrichment programs

Sequential sorting box

Judy clock

Bead of graph

Basic life experience puzzles

Mirror box

Riding vehicles (toys)

See-And-Say toys

Swivle spoons (feeding and eating)

Records

Flannelboards

Body movement floor games

Speech mirrors

Food poster and pictures

Educational television programs and tapes

Filmstrips

Books

Other resource materials

7. Curriculum Areas for Severe and Profound Students

The Special Education Program emphasizes the continuation of education and training for severe/profound students. Specific areas are:

A. Self-Help and Daily Living

B. Language and Readiness Skills

C. Gross and Fine Motor (Motor Development)

D. Social Skills

E. Cognitvie Skills

Description

Self-Help and Daily Living Skills are taught to better prepare the severe/profound students to be self-sufficient in these problem areas. These skills are taught through the use of dressing blocks, clothes, dressing kits, utensils and appliances in the daily living skills classroom and on the buildings, and other essential aids to cleanliness.

Functional vocabulary is stressed in language development and readiness activities. This includes the recognition of survival signs and words such as red, stop sign, men, women, exit, etc. In lower level classes, the emphasis in on language as a communication system that includes the comprehension and usage of gestures, oral mutterances.

Gross and Fine Motor training is stressed in the classroom and motor development area. Such activities which stress basic training in both areas include copying, cutting, painting, writing, jumping, running, throwing a ball and hopping. The program provides a balance of activities to stress indentification of body parts, body image, locomotion, agility, coordination, strength, endurance and flexibility.

Social Skills which stress activities such as setting the table, good table manners, regard for others' personal belongings, appropriate greetings, and good social interaction are included as an ingredient in a good balanced program. These skills will help the severe/profound student to function in most situations that would call for some adaptive behavior.

Some major goals of the curriculum areas for each individual student to develop to his maximum potential by acquisition are the following:

1. To learn to live safely and maintain a state of physical well-being.
2. To learn to understand one's self and also to get along with others.
3. To learn to use leisure time and to travel and move about.
4. To learn to communicate ideas and to enjoy life through art, music, and dance.
5. To learn to earn a living and manage one's money.
6. To learn to be a homemaker.
7. To learn to adjust to the forces of nature.

7 A. Procedures and Activities

All students had available to them a total education and training program (Individualized Education Plan) which would allow them to develop age-appropriate developmental tasks and to move from one stage of development to another. To accomplish the above stated goals the following procedures and objectives were used:

Objective 1. To increase the development of slef-help skills such as Feeding, Dressing, and Toileting.

Method: The teaching strategy is based on behavior modification principles and sequencing of task using backwards chaining, minimization of verbal instructions, and practice (fading and graduated guidance), that will include activities and training in the following areas:

1. Establishing routine to control body functions.
2. Developing self-feeding skills.
3. Learning to dress self.

Objective 2. To increase the development of gross and fine motor skills.

Method: Motor development will be stressed in classroom activities as well as in the motor development areas each day.

1. Activities and task to develop eye-hand coordination and finger dexterity such as bead stringing, cutting, pasting, tracing lines or dots, and coloring within boundaries.

2. Physical activities and games that stress motor movement or large muscle groups through walking, running, jumping, throwing a ball, and hopping.

Objective 3. To increase the development of cognitive skills.

Method: Cognitive and academic readiness skills will be facilitated by teacher selected developmental experiences which stress the activity - "a learning by doing", such activities will include:

1. Cognitive

   A. Self knowledge (age, name, birthdate, etc.)

   B. Home neighborhood, environment

   C. School (names of teachers, classmates - know name and location)

   D. Community (grocery store, gas station, fire station)

   E. Heritage (race, boy, girl, etc.)

2. Academic Readiness

   A. Pre-reading — visual discrimination and memory

   B. Pre-writing — visual motor coordination

   C. Number concepts (up to 10) such as concepts denoting quantity, actual number skills, money, etc.

   D. General concepts such as ownership, possession, authority, rules, courtesy, sharing, taking turns, responsibility, size, color, shape, smell, taste, texture, sound, position of spatial, low - high, on - under, top - bottom.

Objective 4. To increase the development of functional receptive and expressive language.

Method: Individual programs were prescribed in conjunction with the speech therapist and recommendations of the teacher will include activities such as:

1. Receptive

   A. Attending

   B. Following simple directions

   C. Answering questions

   D. Labeling

   E. Describing

2. Expressive

   A. Developing functional speech or ability to communicate needs through a manual-oral method of sign language

   B. Talking about interest, experience, possession

   C. Using common greetings

   D. Speaking in sentences

   E. Using appropriate volume

   F. Practicing correct pronunciation

Objective 5. To increase the development of social-emotional skills and the development of a positive self-image.

Method: The staff stressed appropriate educational activities in and outside the classroom (field trips) that would enhance the student's learning of acceptable modes and standards of behavior so that he comes to function comfortably in interpersonal settings with other children and adults.

Programs developed using behavior management techniques will stress the following activities:

1. Sharing, taking turns, cooperating
2. "Manners"
3. Showing regard for other's possessions
4. Making choices
5. Conforming to group and situational demands
6. Developing a self-image — the staff will promote interaction with people, things, and events that over a period of time will express to the student love and exceptance by enabling him to cope reasonably effectively with developmental tasks, achieving success and according him the degree of freedom and responsibility appropriate to his level of maturity so a positive self-image will result.

8. Characteristics of Severely/Profoundly Handicapped Teachers

A. Well Organized.

B. Able to actively encourage and reinforce appropriate responses.

C. Ability to select methods and materials for students that are age and developmentally appropriate.

D. Must be able to accept minute statues of progress.

E. Must be able to accept and grasp the real meaning of mental retardation regardless of severity.

F. Must be able to see the retarded as people needing help and encouragement in their training and not pity.

G. Must be willing to accept failure, as the retarded will have many more failures than the normal child.

H. Must be able to gear teaching methods to any level as the heterogenity of the retarded population presents varied learning abilities.

I. Must be able to task analyze a skill, possibly down to the slightest detail.

J. Must be able to plan objectives and to make use of and add whatever skills that are already present.

K. Must be flexible and openminded in acquiring and making use of new educational techniques and methods.

L. Must be creative so that the same skills can be presented in different ways.

M. Must reflect a serious attitude about thier work so as discipline will not be ommitted and a caring attitude about their students.

N. Must be able to work in an interdisciplinary setting.

SECTION II

Setting Up the Program

Step By Step Procedures

II. Setting up the Program

1. Pre-program planning

For any program to run smoothly, the personnel involved must be oriented or introduced to the objectives of the program, methods to be used, results and outcome to be expected. Pre-planning is the vital key to the working and flow of a successful program. Assets to the success of the program should include:

A. Inservice for the staff

B. Schedule of events

Description

A. Inservice is a continued and ongoing learning process for newly acquired staff as well as senior staff members. Inservice can provide staff with new trends in instructional methods and materials, curriculum revision and purposes, student progress, evaluation techniques and prescriptive teaching. (Refer to flow chart.)

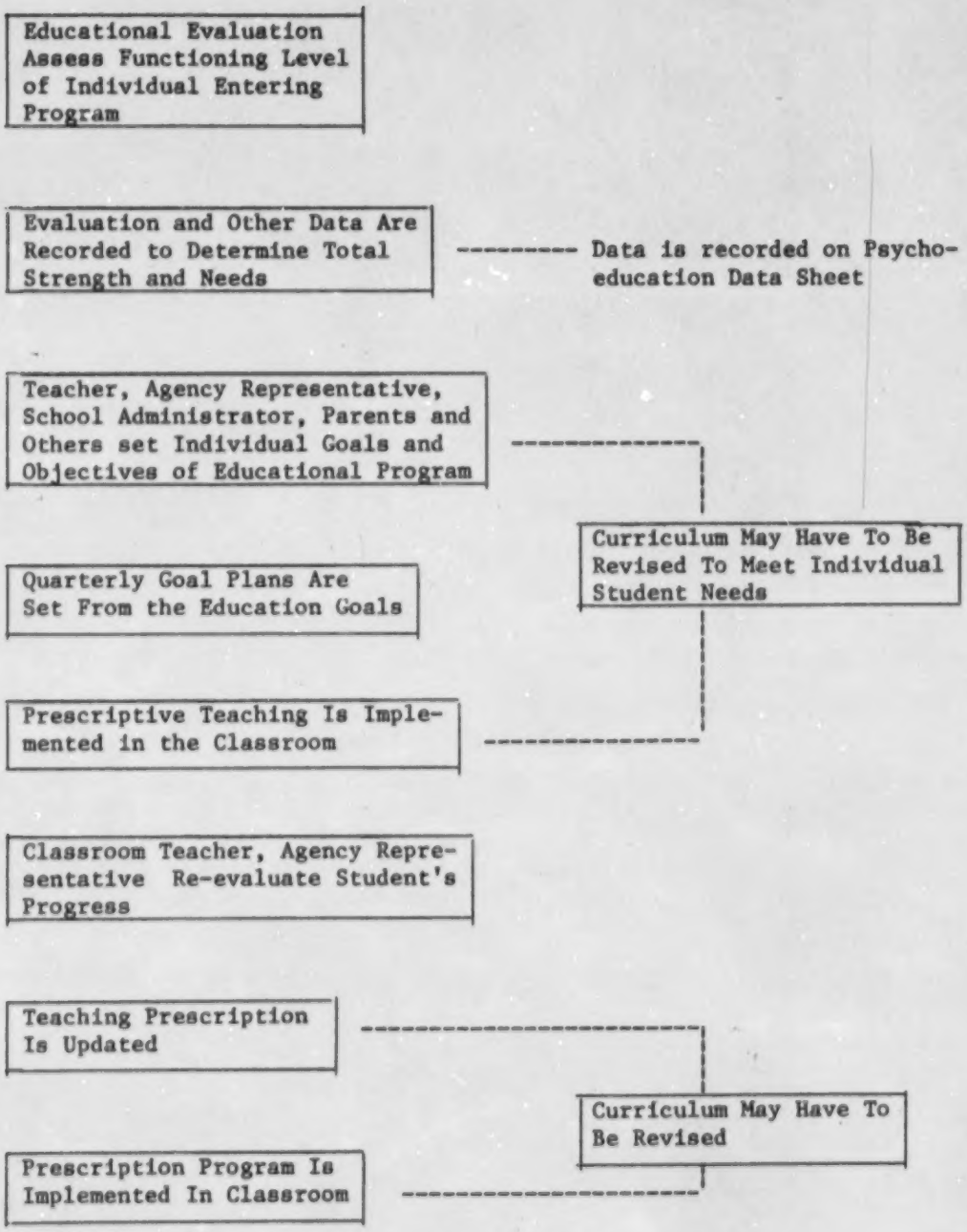
The Special Education staff at Hudspeth Center received inservice training regularly on program procedures and objectives and also inservice from from community sources. Program inservices included:

1. Assessment tools (Educational Assessments)
2. Strengths/Needs List

3. Individualized Education Program
4. Quarterly Goal Planning
5. Prescriptive Teaching Implementation
6. Monthly Progress Reports
7. Report Cards (Quarterly or Semester)
8. Re-evaluation
9. Prescriptive Teaching Updated
10. Prescriptive Teaching Implemented in Classroom

The following represents a flow chart of how the evaluation prescriptive teaching system functions.

FLOW CHART


Educational Evaluation Assess Functioning Level of Individual Entering Program
Evaluation and Other Data Are Recorded to Determine Total Strength and Needs
Data is recorded on Psycho-education Data Sheet
Teacher, Agency Representative, School Administrator, Parents and Others set Individual Goals and Objectives of Educational Program
Curriculum May Have To Be Revised To Meet Individual Student Needs
Quarterly Goal Plans Are Set From the Education Goals
Prescriptive Teaching Is Implemented in the Classroom
Classroom Teacher, Agency Representative Re-evaluate Student's Progress
Teaching Prescription Is Updated
Curriculum May Have To Be Revised
Prescription Program Is Implemented In Classroom

B. Schedule of Events

For the Education Program to be a successful, smooth working continued process there must be a systematic method of guidelines to be followed.

Schedule of Annual Events:

August	Attend Workshop
	Inservice for staff on the year's purpose and objectives of the program
	Gather and distribute materials for evaluation
	Inservice for staff on evaluation materials and procedures
	Evaluation of Students
	Scores checked and recorded
September	Parent, teacher conferences on IEPs, strengths/needs lists, long and short range goals
	Input from teachers and other staff requested concerning materials to be ordered (names of test, instruction materials) for this population
	Teachers to start weekly lesson planning from objectives taken from evaluated areas and during parent-teacher conference
October	Conference with teachers concerning weekly lesson plan methods and procedures (objectives should be behaviorally stated - procedures should be clear and concise)
	First individual monthly progress notes due concerning students progress
November	Conference with individual teachers on students progress
	Teachers will prepare first quarter report cards

December	Conference with teachers concerning overall progress of students
	Attend workshop
January	Gather and distribute material for re-evaluation
	Inservice with teachers on re-evaluation
February	Re-evaluation
	Scores checked, compared and recorded
	Parent, teacher conference to revise IEP
March	Conference with teachers concerning student progress curriculum changes and other needs
	Report cards

2. Step by Step Procedure

In order to facilitate accuracy in testing procedures, scoring methods, and techniques, there must be steps followed by staff members (teachers) to properly ensure that assessment instruments are effectively administered. Steps to be followed are:

A. Purpose

Determining level of response capabilities in each area of development, identify specific behavioral objectives, etc.

B. Administration

Gain familiarity with the assessment instrument by going through the test booklet with the directions and respond to each item in the way the students are expected to respond.

C. Test Materials

All materials needed to administer the test, stimulus materials, booklets, colored crayolas, pencils, blocks, cups, shoes, laces, toothbrushes, and other materials may be needed according to areas to be tested.

D. Preparation of Test Setting

The main environmental requirements for administration of test are the room being quiet, adequate lighting and containing a table, desk top, chairs. A noisey environment will distract the student, as well as create difficulties for the administrator in monitering the subject's responses.

E. Time Requirement

Test for this population should be untime because the tests are not designed as speed tests. The student should not be hurried unduly. The student should be given time, though not unlimited time, to work at responding to testing items. The student should be encouraged to make a choice or give an answer.

F. Use of Demonstration and Training Exercises

These items are used to structure the response required of the student in the testing situation. Any student to be tested and started with the first item of each subtest must first be given the demonstration and training exercise necessary to teach him the response expected of him, other methods may be applied or varied to facilitate a state of ease for the student.

G. General Rules for Test Administration

1. Establish good rapport.

2. Stimulate student to do best

3. Do not give clues for responses

4. Encourage student to respond

5. The last response given is the one scored

6. Repeat instructions, if needed

7. Each student is tested under the same conditions

8. Allow student ample time to respond

9. Give praise for responses whether correct or incorrect

H. Recording and Scoring Responses

For each item administered, record the students response on his Individual Score Sheet with regard to the last response as the one to be scored. Incorrect responses should be slashed through the appropriate item number or sequence. A plus (+) or minus (-) should be placed in the spaces, so as to have a record of what items have been administered.

SECTION III

Evaluation, Summary, and Recommendations

III. Evaluation and Summary

Through this project, the Special Education Department at Hudspeth Center has been able to add structure and organization to the assessment process of its students as each of the objectives was accomplished, the importance of the project became more and more noticeable. After completing the first objective of initially assessing the students for the first time, teachers had some idea as to the functioning level of their students. The evaluator and teacher could then go about setting realistic goals for each of the students from the assessment tools and the strengths/needs sheets. As goals were achieved, new ones could be easily pulled from the assessment.

The overall findings after the objectives of this project were completed are summarized as follows:

1. Some type of evaluation is absolutely necessary in planningprograms for severely and profoundly retarded students. Through this particular program it was found that the developmental assessment method works best for this population for program planning purposes.

2. In planning programs for the severely and profoundly retarded, all aspects of ths students' life such as environmental and social, must be taken into consideration if the plan is to be successful. The student's assets and limita-

tions (strengths and weaknesses) must be listed also to get a rounded picture of the students' abilities.

3. Data as to the progress made by students should be noted frequently. An assessment every six months is recommended, as this is ample time for suitable individualized goals to be achieved.

4. Assessment tools should be developmental in nature as this gives a clearer picture of the severely and profoundly retarded.

5. Assessment instruments recommended by the staff for assessing this population are the Learning Accomplishment Profile (Infant and Pre-School Scales), Fairview Self-Help and Fairview Development Scales, Behavior Characteristic Progression (BCP), and to assess academic readiness the Metropolitan Readiness Test, even though it was not designed specifically for retarded students.

6. After assessment of the student has been completed, the results must be used in determining the next step toward which the student's development should be directed and facilitated.

III. Recommendations

It is the consensus of the staff that this project proves feasible for our population of retarded along with adding structure and organization to the assessment process of its students.

Presently, the Special Education Department serves as a service delivery system for the severely and profoundly retarded. Continuation of this project will allow us to share with others needing this type information, everyday problems of programming in a school setting for the severely and profoundly handicapped as well as to systematically review the project, as well as the program, itself.

This project can be offered as a base for public school personnel involved in the future implementation of similar programs in the public schools. Never before have public schools had the need to reach so low into the areas of self-help skills such as self-feeding, toileting, dressing and even walking. Although, we have the behavioral technology and expertise within the field of special education to effect significant change, there have been few standardized curriculu developed to teach fundamental skills to the handicapped. Almost everyone would agree that public schools and other residential facilities would benefit from viewing a successful model or

guide as to the procedures of setting up programs, evaluating and servicing the population. Hopefully, this project will serve as the basis of a guideline booklet for teaching the severely and profoundly retarded.

SECTION IV

Attachments

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Metropolitan Readiness Test, Gertrude H. Hildreth, Nellie Griffiths, Mary G. McGawran, Harcourt Brace and World, Inc.

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ATTACHMENTS

ASSESSMENT RATE SHEET

1 - Poor
2 - Below Average
3 - Average
4 - Above Average
5 - Excellent

Learning Accomplishment Profile & Learning Accomplishment Profile-I				
1. Usefulness in lesson planning				
2. Easy to administer				
3. Suitable for most students in your class including multiple handicapped				
4. Can this instrument be used as a curriculum guide				
5. Is it developmentally sequenced				
Pennsylvania Training Model				
1. Usefulness in lesson planning				
2. Easy to administer				
3. Suitable for most students in your class including multiple handicapped				
4. Can this instrument be used as a curriculum guide				
5. Is it developmentally sequenced				
Fairview Self-Help Scale & Development Scale				
1. Usefulness in lesson planning				
2. Easy to administer				
3. Suitable for most students in your class including multiple handicapped				
4. Can this instrument be used as a curriculum guide				
5. Is it developmentally sequenced				
Behavior Characteristic Progression				
1. Usefulness in lesson planning				
2. Easy to administer				
3. Suitable for most students in your class including multiple handicapped				
4. Can this instrument be used as a curriculum guide				
5. Is it developmentally sequenced				
TARC				
1. Usefulness in lesson planning				
2. Easy to administer				
3. Suitable for most students in your class including multiple handicapped				
4. Can this instrument be used as a curriculum guide				
5. Is it developmentally sequenced				

ASSESSMENT RATE SHEET

1 - Poor
2 - Below Average
3 - Average
4 - Above Average
5 - Excellent

Adaptive Behavior Scale

1. Usefulness in lesson planning
2. Easy to administer
3. Suitable for most students in your class including multiple handicapped
4. Can this instrument be used as a curriculum guide
5. Is it developmentally sequenced

Frostig Developmental Test of Visual Perception

1. Usefulness in lesson planning
2. Easy to administer
3. Suitable for most students in your class including multiple handicapped
4. Can this instrument be used as a curriculum guide
5. Is it developmentally sequenced

Metropolitan Readiness

1. Usefulness in lesson planning
2. Easy to administer
3. Suitable for most students in your class including multiple handicapped
4. Can this instrument be used as a curriculum guide
5. Is it developmentally sequenced

ASSESSMENT DATA SHEETS

GROUP _____

TEACHER _____

LEVEL OF CLASS _____

TEST _____

SCHOOL PERIOD _____

DATE ADMINISTERED _____

Students	Pre / Post							

DOCUMENTATION OF EFFORTS TO ARRANGE AN I.E.P. CONFERENCE

NAME OF CHILD: _____

CONTACTS MADE	DATE	RESULTS

DATE OF I.E.P. CONFERENCE: _____

INDIVIDUALIZED EDUCATIONAL PLAN

HUDSPETH CENTER SPECIAL EDUCATION DEPARTMENT

STUDENT _____ YEAR BEGINNING _____ YEAR ENDING _____

BIRTHDATE _____ AGE _____ TEACHER _____

CLASS NO. _____ DORMITORY _____

SUMMARY OF PRESENT LEVEL OF PERFORMANCE

RELATED SERVICES

SPECIAL EDUCATION SERVICES

REGULAR CLASSROOM PARTICIPATION
(Subject and Amount of Time Each Day)

PROJECTED DATE(S) FOR REASSESSMENT & REVIEW

DOCUMENTATION OF EFFORTS TO ARRANGE AN I. E. P. CONFERENCE

MY RIGHTS AND THOSE OF MY CHILD REGARDING CONFIDENTIALITY AN PROCEDURAL SAFEGUARDS HAVE BEEN FULLY EXPLAINED AND I HEREBY GIVE MY CONSENT FOR MY CHILD TO BE PLACED IN A _____ SPECIAL EDUCATION PROGRAM BASED ON HIS ELIGIBILITY DETERMINATION AND HIS INDIVIDUALIZED EDUCATIONAL PLAN.

COMMITTEE MEMBERS PRESENT

SPECIAL ED. TEACHER _____

AGENCY REP. _____

PARENT(S) _____

OTHER _____

DATE(S) OR MEETING(S) _____

PLAN MEETS APPROVAL _____

PLAN DOES NOT MEET APPROVAL _____

_____ _____

SIGNATURE DATE

NAME _____ TEACHER _____

GROUP _____

	(Strengths) What the client can do, what he likes to do, and other people who are willing to help.	(Needs) State these positively — What he should be doing.
Self-Help		
Gross Motor		
Fine Motor		
Social		
Language		
Cognitive		

ANNUAL GOALS (LISTED BY NUMBERS) (TO CORRELATE WITH PRESENT LEVELS OF PERFORMANCE) SHORT TERM INSTRUCTIONAL OBJECTIVES (LISTED BY ALPHABETS)	BEGINNING DATES ENDING DATES	OBJECTIVE CRITERIA AND EVALUATION PROCEDURES FOR SHORT TERM INSTRUCTIONAL OBJECTIVES

QUARTERLY GOAL PLAN

STUDENT'S NAME _____ TEACHER'S NAME _____

ANTICIPATED DURATION OF TRAINING _____ DATES: BEGINNING _____ ENDING _____

AREAS:	METHODS & PROCEDURES	LEVEL OF SUCCESS
Self-Help: The student will be able to		
Gross Motor: The student will be able to		
Fine Motor: The student will be able to		

Social: The student will be able to		
Language: The student will be able to		
Cognitive: The student will be able to (Pre-Academic & Academic)		

Comments:

Levels of Success

(+) Student can do task without help

(-) Student cannot do task without help

Effective Dates

1. Self-Help _____
2. Gross Motor _____
3. Fine Motor _____
4. Social _____
5. Language _____
6. Cognitive _____

Levels of Evaluation

1. Met objectives
2. Progress made but continue objectives
3. Objective too difficult
4. More time needed to complete
5. Dropped objective (See Educational Evaluator)
6. Can complete with help

WEEKLY LESSON PLANS

TEACHER _____ AREA _____ TIME _____ DATE _____ LEVEL _____ BLDG. _____

DAY	OBJECTIVE (S)	PROCEDURE	EVALUATION
MON.			
TUES.			
WED.			
THURS.			
FRI.			

Materials Used:

Comments:

SPECIAL EDUCATION DEPARTMENT

HUDSPETH CENTER

PROGRESS REPORT

NAME _____ DATE _____

TEACHER _____ NOTATIONS:

SUPERVISOR _____

E - Excellent
G - Good
S - Satisfactory
I - Improving

Objectives taught during the month.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

COMMENTS: (Field trips taken during the month & other extra educational activities, 1st concerning stated objectives, recommendations.)

Stimulation	1	2	3	4
Responds to Tactile Stimuli				
Responds to Auditory Stimuli				
Responds to Visual Stimuli				

Comments:

	1
	2
	3
	4

NOBLIN EDUCATION CENTER
SPECIAL EDUCATION
PROGRESS REPORT CARD
(SEVERE/PROFOUND)

NAME _____

TEACHER _____

PRINCIPAL _____

TO PARENTS OR GUARDIANS

The teacher's progress of your child's school achievement will be sent to you on this format at the close of each twelve weeks term. Each item reported is considered as having an important bearing on your child's educational development. There may be other significant items not shown on this report card, which should be discussed at a conference with the parents and teacher. We strongly urge you to have a minimum of two conferences during the school year.

Helen S. Wilroy
Superintendent of School

Term 1 _____

Term 2 _____

Term 3 _____

Term 4 _____

This is to certify that the above named pupil is to be promoted, *retained, or *placed in a lower class for the session 19___, 19___ of the _____ level.

* Comments: _____

_____

_____

_____

E - Excellent G - Good S - Satisfactory
P - Poor I - Improving NA - Not Applicable

Fine Motor	1	2	3	4
Grasps Objects				
Transfers Objects from Hand to Hand				
Places and Releases Objects				
Marks with Pencil				
ACHIEVEMENT IN SCHOOL AREAS				
Language				
Points to Familiar Persons, Animals				
Toys on Request				
Understands & Follows Simple Instructions				
Indicates Needs Through Gestures				
Self-Help Skills				
Goes to Toilet Alone				
Washes & Dries Hands with Assistance				
Puts on 1 Item				
Puts on 3 Items				
Removes 1 Item				
Removes 3 Items				
Uses Toilet When Taken on Schedule				
Feeding				
Sucks Through a Straw				
Picks Up and Eats Finger Foods				
Holds and Drinks From a Cup				
Holds a Spoon				
Scoops Food				
Holds Food and Brings to Mouth				
Feeds Self				

E - Excellent G - Good S - Satisfactory
P - Poor I - Improving NA - Not Applicable

Classroom Behavior	1	2	3	4
Follows Instructions				
Completes Assigned Tasks				
Controls Emotional Outbursts				
Participates in Group Activities				
Social Interaction				
Cares for and Uses Materials Properly				
Cognitive Skills				
Responds to Name				
Imitates Actions				
Identifies Body Parts				
Five Seconds Eye Contact				
Vocalizes or Coos to Music				
Understands Concept Skills				
Looks at and Reaches for Toys				
Makes Needs Known				
Attends to a Task for 1 Min.				
Attends to a Task for 2 Min.				
Attents to a Task for 5 Min.				
Gross Motor				
Walks alone 5 Steps Without Falling				
Seats self in Small Chair				
Walks Upstairs, One Hand Held,				
Days Present				
Days Absent				

FORWARD

This guideline booklet has been written in order to serve as a guide to residential schools and public schools for developing curricula to meet the special needs of one category of handicapped children: the severely/profoundly retarded. Special curricula are devised to insure that such education be appropriate. As with all curricula, the curriculum for the severely/profoundly retarded is not static. It changes and develops in response to new knowledge and to the needs and requirements of those being served. For this reason, this guide must be of a sequence of revisions, each reflecting the changes in a relatively new and dynamic area of education.

Acknowledgement is made to all those members of the Special Education Department at Hudspeth Retardation Center who assisted in preparing this guide.

This "Guide for Curriculum Development and Education of the Severely/Profoundly Retarded" is not in itself a curriculum guide in the usual sense. It certainly is not intended as a source of study. More precisely, it is designed to serve as a resource or a general guide to administrators, supervisors, and teachers in developing instructional programs for